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MODERNIZATION OF EVALUATION IN EDUCATION THROUGH DESIGNING OF TESTS

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Abstract: At present, the concept of evaluation is the activity through which valuable reasoning is issued about the learning process and product, all based on some well-mentioned qualitative criteria, in order to make the best decisions based on the significance given to the approach. evaluative: adjustment / improvement, selection, certification, etc. Evaluation is a broader term than "test". It includes all types and examinations. Its purpose is not only to test the learner's knowledge, but all aspects of the learner. Interactive didactic evaluation (self-evaluation / inter-evaluation) is an extremely current issue for which many teachers and education specialists are interested. Interactive didactic evaluation is defined as that type of control and examination activity in which the student has the opportunity to appreciate both his knowledge and the knowledge of his colleagues, while the teacher's intervention is more like a prompt and systematic support, given to students for to impose a formative process on the process. The most important strategies, which can be used in didactic evaluation, are: self-grading, self-correction, the method of objective assessment of personality, etc .. For teachers, educational assessment usually refers to monitoring the methods used by teachers and the success rate with which they are able to help students in learning. This type of assessment is usually performed both at a high level for an entire school and at a specific level for individual teachers. Although it seeks to measure the efficiency and performance of teachers, educational assessment is often based on student performance and performance.
Key words: teaching, education, evaluation,

Introduction

Evaluation is a concept that has emerged as a prominent process of evaluation, testing and measurement. Its main objective is to improve quality. Valuation is a process of judging value at a level of performance or achievement. Making value assessments in the evaluation process involves the set of objectives. Evaluation involves a critical evaluation of the educational process and its outcome in light of the objectives. In the educational activity, the evaluation has known major evolutions from a theoretical and practical-applicative point of view, because the evaluation fulfills multiple functions in the educational system, in the educational

process, in the relationship between school and society. The theory and practice of evaluation today employs research and interpretations that go beyond the field of pedagogy. The psychological, sociological, economic, ethical or axiological perspective, as well as the interdisciplinary ones make the evaluation an approach that advances hypotheses and solutions able to determine the increase of the quality of education. In general, assessment is concerned with the efficiency of the learning system, considered to be a subsystem of the social one. Therefore, evaluation is the process that decides whether the education system fulfills its functions and the objectives of the system are achieved. The concept of evaluation is the process of classifying concepts to determine relative merits. This requires a set of criteria on the basis of which each concept is evaluated, a reference design to be used as a reference basis for which comparisons are made and a method by which concepts can be classified against the reference in relation to the criteria that are both effective and efficient. (Herman R., I., 2015, p, 44) The concept of evaluation and features: In the literature the concept of evaluation has many definitions mentioned by various specialists, which are more than disjoint. So, these definitions have certain common features, which lead to an idea of consensus even if it is more fragile. (Radu, Ioan, T., 2000, p. 21) In the evolution of the evaluation concept we identify three categories of definitions:

1. The first category refers to the "old" definitions - which refer to the sign of equality between the evaluation method and the measurement method (evaluation is identified with the concept of measurement);
2. The second category is the definitions that interpreted the evaluation in relation to the educational objectives (congruence with the educational objectives)
3. The third category refers to the definitions regarding the term valuation as issuance of value judgments (valuation is identified issuance of value judgments).

Therefore, the didactic evaluation action contains three stages that follow the steps that must be taken in the evaluation process until the moment when the stage of issuing an aptitude judgment on the student's performance is reached. These three stages are: measurement - appreciation - decision.

Educational assessment is the process by which teachers, educational institutions and students are assessed to indicate the effectiveness of education and the degree to which students integrate and understand information. As a single catch term, it can refer to almost any type of assessment, which can be performed at any level of the educational process. In reality, it often refers to the process of evaluating education, as offered by teachers and educational

institutions, or evaluating students' continuing education through testing and similar methods. Educational assessment is usually defined based on the context in which it is used and may refer to different things in those contexts.

The society in which we live is presented today as a complex and hierarchical system of values, which are established as stable landmarks of human existence and activity. In education, the activity is permanently related to the value system of science, literature and art, philosophy and morality, human and social quality, values "that the human being tends to approach and internalize, to integrate in its structures of knowledge and feeling, in personal conduct ". (Cerghit I., 2002, p. 287)

The evaluation of the students is done by the teacher during the whole semester, in absolutely all the disciplines from the didactic program. Each semester specific to the learning plan includes strict periods for assessing the skills acquired by students, in the form of formative and summative assessment.

The periods are established and usually identified at the end of the semester, following:

- improving the results of the teaching-learning process;
- systematization of information accumulated by students;
- stimulating student performance with very poor and very good results.

All assessment methods and tools are established exactly by the teacher taking into account the age and psychological characteristics of students, but also the specificity of the discipline. Thus, the main forms of evaluation are: oral or written, strictly based on practical activities, reports and educational projects, interviews, portfolios, but also other tools developed by the departments of the school, subsequently approved by the director or developed by the Ministry National Education and school inspectorates. According to Manolescu M., modern evaluation is associated with the care and measurement of results. It is not an end in itself, a simple control, but is achieved in order to adopt decisions and ameliorating measures. (Manolescu M., 2010, p. 33) The evaluation always develops a feedback function for students and tends to inform the teaching staff on the strengths and weaknesses of the efforts made, on the efficiency of the teaching activity. Construction of assessment tests: The assessment method involves the way in which a teacher gives the student the chance to show that he is master of his knowledge, that he has the ability to test by using a set of tools appropriate to the purpose.

The evaluation technique is the constitutive part of the method, it concerns the awareness on the part of the student to participate in the evaluation, actively. The student is the subject that

capitalizes on the objectives of the evaluation, the approach to achieve the goal initially proposed by the teacher. Therefore, if the teacher chooses the best assessment methods and tools, then it can be concluded that the decision to take a useful and relevant approach is the right one.

The main qualities of the evaluation with the test tool are: fidelity, applicability of the questions, their validity, objectivity, but also representativeness. Thus, the methodical approach of the didactic evaluation by test follows: the design of the test, followed by its application and the subsequent evaluation of the answers given by the student. At the end, the test results are analyzed at individual and group level and are capitalized in grades.

Validity presupposes the quality (or capacity) of a didactic evaluation test (didactic test) whose role is the effective measurement of what is wanted by the designer of the didactic test. This is the basic feature of educational tests, through it all the tests will be considered to be trustworthy, ie the result obtained is the correct one. (Nica C., 2002, p. 17)

The elaboration of an evaluation test presupposes a rather complex activity, because it constitutes interactions with the other structural elements of the educational process, but first of all it interacts with the pedagogical objectives and with the types of contents subject to verification.

The assessment test means any assessment tool designed, administered and corrected by the teacher. Therefore, an assessment test should be viewed more than a simple statement of questions or work tasks. The test involves a complex activity that requires compliance with some logical, methodological, psychological and of course pedagogical requirements.

The activity of elaborating the evaluation test is a great responsibility on the part of the one who prepares it, a responsibility that is accompanied by a great complexity, imposing the completion of stages such as: (Negreț Dobridor L., 2008, p. 101.)

- establishing the purpose of the test - it is about anticipating the finality of the evaluation test, more precisely the functions that the evaluation must fulfill for the good development of the didactic process;
- specifying the objectives targeted as evaluation;
- establishing the contents or activities subject to verification that highlight the students' acquisitions;
- writing the test according to the activities to be performed and the abilities to be evaluated;
- composition of the correction grid;
- application of the test.

In order to have operational value, the purpose of the evaluation test is pedagogically transformed into the objectives that define it, more precisely in its capacities, respectively in the type and level of acquisitions that education must reach. All this will determine the structure of the evaluation test. But its objectives are strictly aimed at the performanc expressed in behavioral terms, which derives from the framework and reference objectives of the disciplines or discipline if only one is analyzed.

It starts from the premise that the measurement and evaluation of students' knowledge, abilities, performancies require the exemplification of the contents, respectively of the activities through which they express themselves. It is not possible to measure and evaluate the student's creativity only through a reproductive activity or by solving a problem with a unique solution. So there must be a strong link between the objectives and the contents of the student assessment tests, so any negligence from this point of view will cause you to distort the assessment.

By writing the test is meant the formulation of questions in the assessment tests, more precisely the work tasks of students are designed, their number, but also their type, and the organization and structuring of questions in assessment tests is much more complex.

The correction grid is the tool that mediates, facilitates and shortens the correction. Assumes the model of correct and complete answers, specifies the data, main ideas or performances that must be identified in the complete or good answers.

The quality of the evaluation is influenced by variables, at the same time it is not without ways of applying the sample. When discussing the validity of a test and grouping the validity of the structure content and that of administration. So the application of an evaluation test faces many problems of a technical and psycho-pedagogical nature which, if not solved, lead to negative effects in the student's evaluation.

Conclusions: In conclusion, the didactic evaluation test is constructed as a complex test that consists of a set of items, which provides relevant information on how to achieve the teaching objectives in the program. The main advantages involve a high level of objectivity, correctness in didactic evaluation and appreciation of how to complete the items, obtaining multiple correct answers, rapid elaboration of items and development of students' own capacity for self-evaluation. We have come to the conclusion that in order to identify the most appropriate evaluation methods and tools, it is an extremely important decision in order to carry out a relevant and useful evaluation approach.

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